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ABSTRACT

This report addresses questions related to increasing the numbers of Latino teachers in U.S. classrooms and improving the preparation of those teachers and all teachers of Latino children. The report presents demographic data on Latinos concerning: percentage of total population, population projections, states of residence, median age, educational attainment, public school and undergraduate enrollment, dropout rates, poverty rates, and percentages of Latino teachers in selected geographic areas. Data indicate that nearly 12 percent of the nation's school children are Latino, while less than 4 percent of its teachers are Latino. Policy recommendations are presented from a forum of educational researchers, practitioners, and policymakers. Research findings are summarized concerning: the positive effects of Latino teachers on Latino student performance, access of Latinos to the teaching profession, types and effectiveness of recruitment and retention efforts, Latino teacher supply and demand, and Latino representation in the teaching force compared to student enrollments. The 18 recommendations which conclude the report call for breaking the cycle of educational failure for Latinos; investing in Latino teacher candidates and their success in higher education; policy barriers to producing Latino teachers; and career development for Latino paraprofessionals, teachers, and teacher educators. (JDD)

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ED 366 563

RESOLVING A CRISIS IN EDUCATION

LATINO TEACHERS

FOR TOMORROW'S

CLASSROOMS

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The Trustees of The Tomás Rivera Center gratefully acknowledge the support of the Exxon Education Foundation. Since 1988, the Foundation has provided grants to the TRC to design better recruitment and training programs for Latino teachers and to improve the preparation of all teachers of Latino students.

RESOLVING A CRISIS IN EDUCATION

**LATINO TEACHERS
FOR TOMORROW'S
CLASSROOMS**



THE TOMÁS RIVERA CENTER
A National Institute for Policy Studies

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Rodolfo O. de la Garza, TRC Vice President, was instrumental in clarifying our recommendations and sharpening the focus of the document overall.

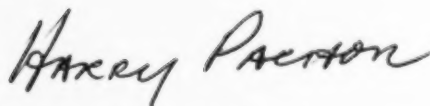
As has been true so often in the past, the Sol y Sombra Foundation, a non-profit organization founded by Beth and Charles Miller, provided a retreat for the authors that made reflection possible, greater clarity of thought probable, and the timely production of this publication a certainty.

Assuring that Latino children now enrolled in school fulfill their full educational and intellectual potential is in the interests of all Americans. Five of every six Latino children now enrolled in public elementary schools will be old enough to graduate from high school in the first decade of the coming century. As adults, these Latinos will participate in the work force beyond the year 2040. Latinos constitute a vital, ever-increasing segment of the labor market—the labor market that will play a central role in determining whether America remains competitive in the new world economy. Our future engineers, entrepreneurs, civil servants, and scientists may well be found today in the barrio schools of East Los Angeles, Pilsen/Little Village in Chicago, or the Westside in San Antonio.

What does it mean for most of this future Latino work force to be taught by few, if any, Latino teachers during the years they spend in our public schools? When only 7 percent of the teachers in the state with the highest number of Latino students, 35 percent of the enrollments, are themselves Latino? We now know from empirical evidence that the presence of Latino teachers

improves the academic performance of Latino children, reduces their misdiagnoses as educationally handicapped, increases their identification as gifted students, and decreases drop-out rates—these benefits *in addition* to those derived from having visible positive Latino role models in our classrooms.

This TRC report addresses basic questions related to increasing the numbers of Latino teachers in the nation's classrooms and to improving the preparation of those teachers and all teachers of Latino children. I urge all readers to pay particular attention to the policy recommendations that follow the data and research findings concerning recruiting and preparing tomorrow's Latino teachers.

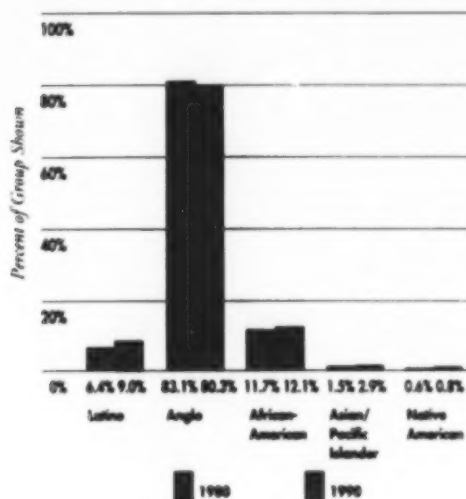
A handwritten signature in cursive script that reads "Harry Pachon". The signature is written in dark ink and is positioned above the printed name and title.

Harry P. Pachon, Ph.D.
President

A YOUNG, GROWING, AND DIVERSE POPULATION

In the past twenty years, the nation's Latino population has doubled, growing from 11 million in 1970 to 22.4 million in 1990. Now one of every eleven Americans is Latino. Between 1980 and 1990, Latinos grew by 53 percent, by far outpacing the 9.8 percent growth of the nation's population as a whole. Some states saw even greater growth rates: in California, for example, the Latino population increased by 69 percent. Latinos were also more likely to live in metropolitan areas and central cities than non-Latinos.

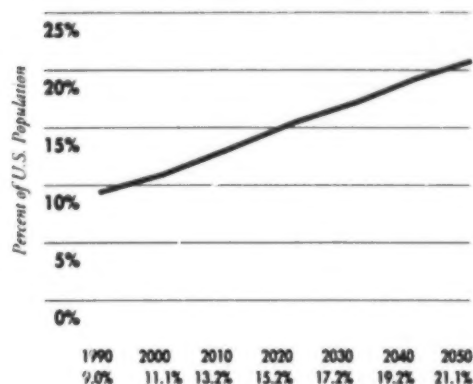
Population by Ethnicity/Race 1980-1990 (Percentages)



In 1990, Latinos were 9 percent of the nation's population, up from 6.4 percent in 1980.

Source: Census Bureau, CB91-216.

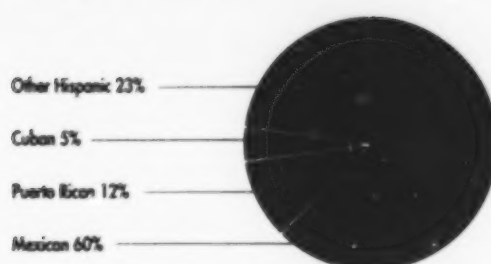
U.S. Latino Population Projection: 1990-2050



Census Bureau projections estimate that Latinos may constitute 11 percent of the population in 2000 and 21 percent of the country's total by the year 2050.

Source: Census Bureau, CB91-100 and Current Population Report, Series P-25, No. 1092, 1993.

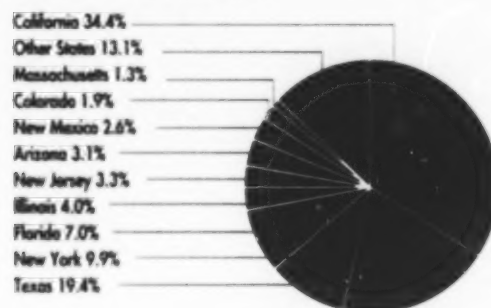
Origins of U.S. Latinos



Of the nation's nearly 250 million residents in 1990, 22.4 million identified themselves as being of Latino origin. These individuals reflect a striking diversity and include persons of Mexican, Cuban, and Puerto Rican origin, individuals from Spain, Spanish-speaking countries of Central and South America, and the Caribbean.

Source: Census Bureau, *Current Population Reports, Population Characteristics*, P23-183, 1993.

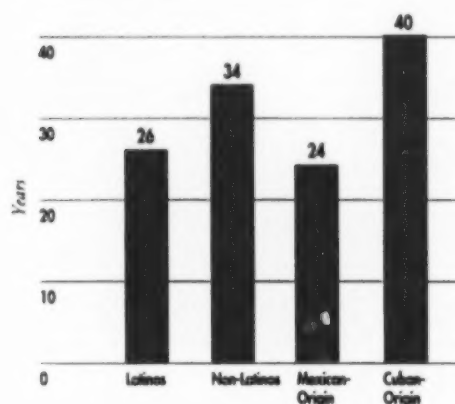
States of Residence



Almost 87 percent of the nation's 22.4 million Latinos live in ten states. Texas and California combined account for 53.8 percent of all U.S. Latinos.

Source: Census Bureau, *Current Population Reports, Population Characteristics*, P23-183, 1993.

Youthfulness (Median Age)



Because of immigration and a large family size, the nation's Latino population overall is younger than the non-Latino population. The median age of Latinos was 26 years in 1990, compared to 34 years among non-Latinos. Among Latinos, Mexican-Americans—the largest group—are the youngest, with a median age of 24 years. How this population fares in America's schools will have national implications well into the 21st century.

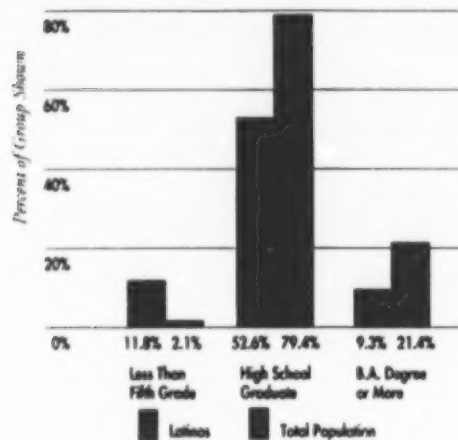
Source: Census Bureau, 1992 *Current Population Survey (CPS)*.

EDUCATION: ATTAINMENT, ENROLLMENTS, DROPOUTS

Despite noteworthy strides in educational attainment since 1970, Latinos continue to lag behind the rest of the nation. Nonetheless, progress is being made. In 1970, only three in ten Latino adults (25 years and over) had completed four years of high school. In 1980, this figure was about four in ten; by 1990, more than half of all Latino adults held a high school diploma.

The nation's educators and educational policymakers are beginning to recognize that the youthfulness, size, and projected growth of the Latino population make educating Latino children an urgent national concern.

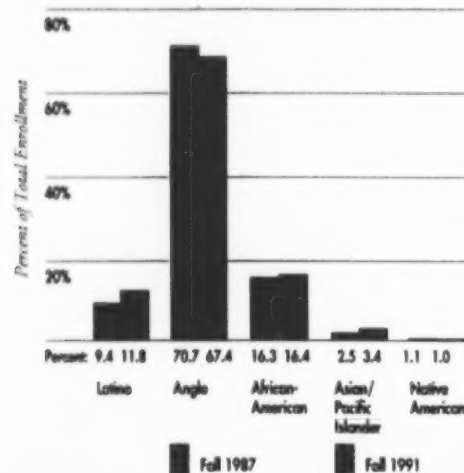
Educational Attainment



The nation's schools are doing a poor job of educating Latinos. Nearly 12 percent of the nation's Latinos do not complete fifth grade. Almost half do not finish high school. Fewer than 10 percent complete a B.A. or higher degree.

Source: Census Bureau, *The Hispanic Population in the United States*, March 1992.

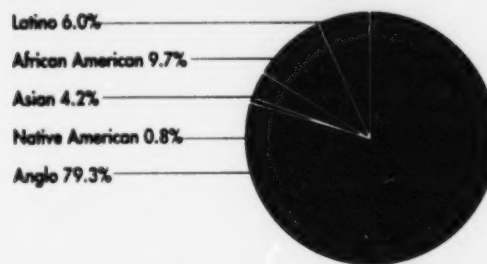
U.S. K-12 Public School Enrollments by Ethnicity Fall 1987 and Fall 1991



In the fall of 1991, approximately 42 million students were enrolled in U.S. public schools. Of these students, 11.8 percent were Latino. Some states have much larger proportions of Latino students. In California, for example, Latinos represent 33 percent of public school enrollment. By the year 2000, about one-third of all U.S. school age children will be non-mainstream children. By the year 2020, Latinos will constitute more than 25 percent of the nation's children from birth through age 17.

Sources: U.S. Department of Education, NCES, *1987-88 Schools and Staffing Survey*, 1993, and U.S. Department of Education Office of Civil Rights, 1993.

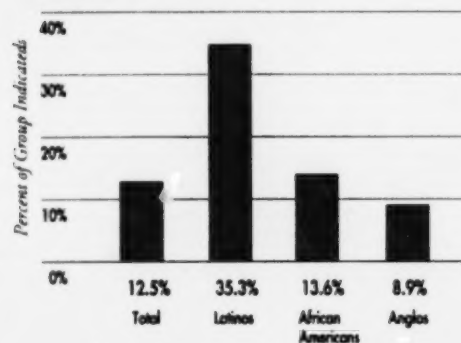
Undergraduate Enrollment



In Fall of 1990, only 6 percent of the nation's undergraduate college students were Latino—half the proportion represented in K-12 classrooms. Representation at the graduate level, and in teacher education programs in particular, is worse yet. About 2 percent of students in teacher education programs are Latino.

Sources: U.S. Department of Education, NCES, *Dropout Rates in the United States*, 1992, and *Digest of Education Statistics*, 1992.

Dropout Rates



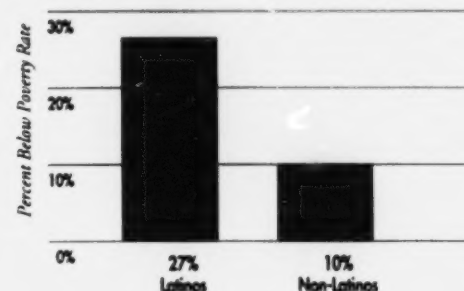
In October 1991, the national average of high school dropouts among persons aged 16-24 was 12.5 percent. Yet, 35.3 percent of Latinos aged 16-24 (more than one in three) were high school dropouts. This was compared with dropout rates of 13.6 percent for African Americans and 8.9 percent for Anglos.

Sources: Census Bureau, *Current Population Survey* and U.S. Department of Education, NCES, *Dropout Rates in the United States*, April 1992.

ECONOMIC STATUS

Circumstances of poverty often make learning difficult, resulting in a negative effect on educational attainment. Poor students find it difficult to do well in school because they often come to class hungry, and the schools they attend suffer from neglect, violence, and inadequate facilities.

Poverty Rates



In 1991, Latino children were twice as likely to be living in poverty than non-Latino children. Of Latinos under the age of 18, 41 percent were poor. Moreover, poverty is common to immigrants and native born. The poverty rates of U.S. born Latino families, for example, is three times that of non-Hispanic white families.

Source: *Hispanic Americans Today*, *Current Population Reports*, Population Characteristics, P23-183.



THE TOMÁS RIVERA CENTER
A National Institute for Policy Studies

December 1993

Dear Friends:

Over the past five years, The Tomás Rivera Center (TRC) Latino Teacher Education Initiative has documented the disparity between the number of Latinos in the teaching profession and the number of Latinos in our classrooms. How great is this disparity? Why is this the case? — and why is it important? Nearly 12 percent of the nation's school children are Latino; less than 4 percent of its teachers are Latino. In other words, the proportion of Latino teachers is a third that of Latino students. For some states with significant numbers of Latino students, the difference is greater still.

The seriousness of the disparity lies in its impact on children, particularly Latino children. We have recently reviewed research that verifies—in objective terms—the importance of having Latino teachers in our classrooms. School districts with higher representations of Latinos on their teaching faculties have lower Latino drop-out rates, fewer Latino students diagnosed as educationally handicapped, more Latino students identified as gifted, and higher academic achievement among Latinos as evidenced by standardized tests. Add to those factors the need for all of America's children to learn to interact successfully with individuals of diverse backgrounds.

Many of these findings, as well as recommendations concerning policies and practices that would help remedy this unfortunate and harmful disparity, are included in this short report, "Resolving the Crisis in Education: Latino Teachers for Tomorrow's Classrooms." This timely information deserves your serious attention and consideration.

Harry P. Pachon, Ph.D.
President

FORUM HIGHLIGHTS

RESOLVING A CRISIS IN EDUCATION

LATINO TEACHERS FOR TOMORROW'S CLASSROOMS

The TRC forum sponsored by the Exxon Education Foundation that was held in Washington, D.C. October 26 and 27, 1993, convened educational researchers and practitioners as well as key policy-makers. These forum highlights include information presented at that meeting as well as data and recommendations from the TRC publication "Resolving a Crisis in Education: Latino Teachers for Tomorrow's Classrooms."

SELECTED TRC POLICY RECOMMENDATIONS

The Congressional Hispanic Caucus should urge the appropriate research units of U.S. government agencies (e.g., NCES and OERI) to track Latino student enrollment and progress in states with large Latino populations throughout the country.

The national associations of teacher education should create special task forces to work with the Hispanic Association of Colleges and Universities (HACU) in support of institutions that emphasize teacher education and have substantial numbers of Latino students.

State teacher certification agencies should gather appropriate data from teacher education institutions in order to determine the ratio of Latino teacher candidates to those recommended for certification.

The Congressional Hispanic Caucus should monitor current efforts to revive the student loan program administered by the federal government. We need a policy providing student loan forgiveness for teachers prepared and committed to work in low-income urban and rural Latino communities. Programs such as President Clinton's Direct Lending Plan (part of the National Service Proposal) which provides education awards to students who perform community service before, during, or after completion of their education, should be tailored for students in teacher education.

School districts should encourage instructional assistants to consider becoming credentialed teachers. Such encouragement would include arrangements with colleges and universities to permit instructional assistants to attend classes. Teacher education programs should develop procedures that would have candidates substitute for instructional assistants so that candidates may gain classroom experience while instructional assistants

POSITIVE EFFECTS OF LATINO TEACHERS ON LATINO STUDENT PERFORMANCE

The preparation, recruitment, and retention of Latino teachers is critical to the success of Latino students. Positive effects of Latino teachers on many aspects of Latino student performance have now been documented. For example, recent correlations between the percent of Latino teachers and a set of key educational variables indicated clearly some of the positive effects on Latino students. These effects are listed in the table on the next page.

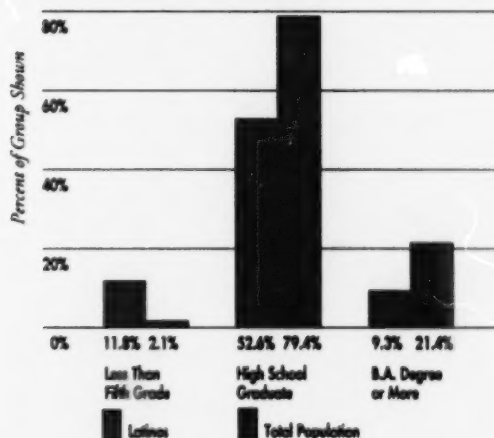
Positive Effects¹ of Latino Teachers for Latino K-12 Students

- Fewer Latino students placed in EMR classes
- More Latino students identified as gifted
- Lower rates of corporal punishment, out-of-school suspensions, alternative education assignments, and expulsions of Latino students
- Lower Latino drop-out rates
- Lower retention rates (fewer Latino students "held back")
- Higher Latino scores on standardized math tests
- Higher Latino scores on standardized communications tests

¹These effects correlated significantly ($p < .05$) with percent of Latino teachers in K. Meier's 1993 study, "Latinos and Representative Bureaucracy: Testing the Thompson and Henderson Hypotheses."

Over the past twenty years, the nation's Latino population has doubled, growing from 11 million in 1970 to 22.4 million in 1990. Between 1980 and 1990, the Latino population increased by 53 percent. Census Bureau projections now estimate that Latinos may constitute more than 21 percent of the country's total population by the year 2050. Furthermore, this population is a young one. The median age of Latinos was 26 years in 1990, compared to 34 years for non-Latinos. How this population fares in America's schools will have national implications well into the 21st century. Unfortunately, Latino educational attainment lags behind the rest of the nation.

Educational Attainment



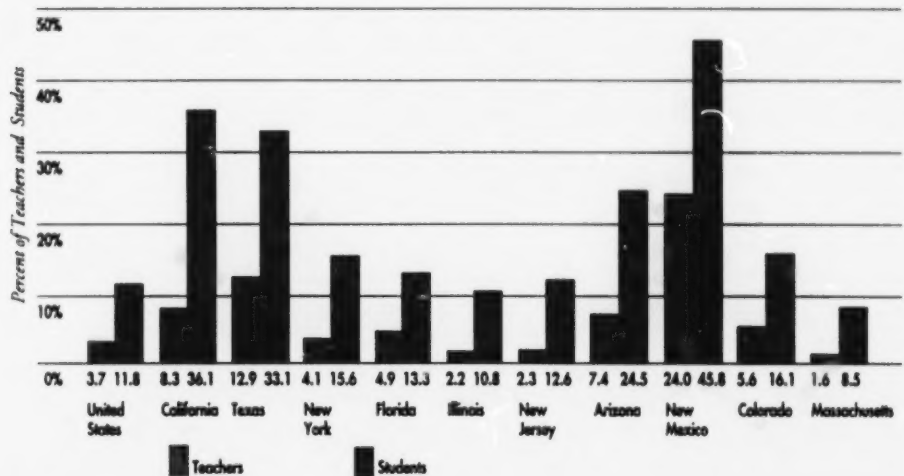
The nation's schools are doing a poor job of educating Latinos. Nearly 12 percent of the nation's Latinos do not complete fifth grade. Almost half do not finish high school. Fewer than 10 percent complete a B.A. or higher degree.

Source: Census Bureau, *The Hispanic Population in the United States*, March 1992.

In Fall of 1990, only 6 percent of the nation's undergraduate college students were Latino—half the proportion represented in K-12 classrooms. Representation at the graduate level, and in teacher education programs in particular, was worse yet. About 2 percent of the students in teacher education programs are Latino. The small number of Latinos in teacher education programs is perpetuating the low representation of Latinos in the teaching force.

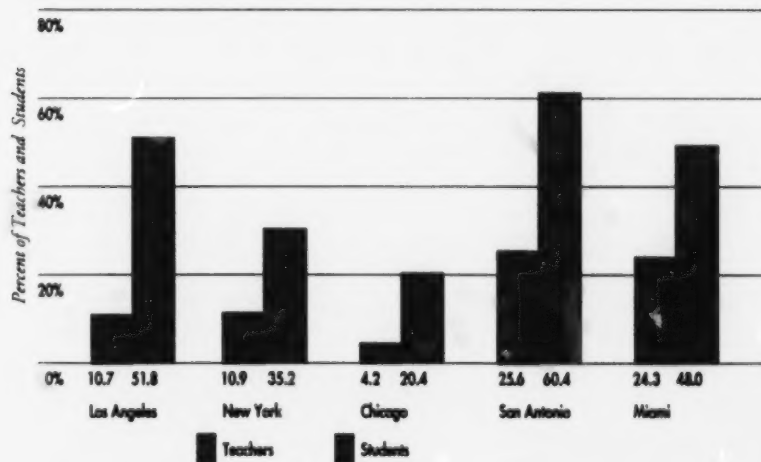
As shown in the two figures below, the representation of Latino students exceeds by far the representation of Latino teachers at every level, city, state, and national.

Latino Teachers and Students for the U.S. and the Ten States with the Largest Latino Populations as Percent of All Teachers and Students (1992-1993)



Source: State data obtained from each state's respective Department of Education, 1993. U.S. data from U.S. Bureau of Labor Statistics, 1992, and U.S. Department of Education, 1993.

Latino Teachers and Students in Large Metropolitan School Districts as Percent of All Teachers and Students

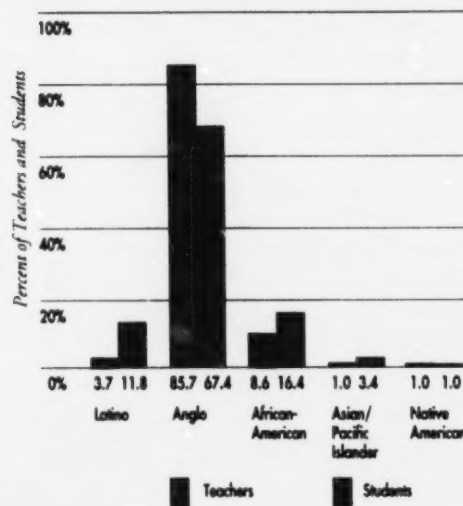


Source: Darder, A., Y. R. Ingle, and B. Cox. *The Policies and the Promises: The Public Schooling of Latino Children*. Claremont, CA: The Tomás Rivera Center, 1993. Data is most recent available from the respective cities, 1991-1992 or 1992-1993.

LATINOS IN THE TEACHING FORCE

In 1991, Latinos comprised 11.8 percent of the U.S. K-12 public school enrollment; 3.7 percent of the teachers at those schools were Latino. In contrast to significant growth in Latino student enrollments, increases in Latino representation in the teaching force are barely perceptible. From 1983 to 1991, the percentage of Latino teachers in U.S. K-12 public schools grew from 2.6 to 3.7 percent.

Distribution of Teachers and Students in U.S. K-12 Public Schools by Ethnicity, Fall 1991



The representation of Latino students exceeds by far the representation of Latino teachers. The need for role models, for teachers with intimate understandings of and regard for children's cultures, communities, and ways of learning and interacting is of critical importance. Yet efforts to recruit and prepare Latino teachers have not been very successful.

Sources: U.S. Bureau of Labor Statistics, 1992 and U.S. Department of Education, 1993.

Even more telling data come from the state level. In California, for example, where Latinos are most heavily concentrated, Latinos comprised 33 percent of all students while Latino teachers represented only 7 percent of the state's teachers.

Latino teachers are missing from most of our nation's classrooms, despite a growing Latino student population with significant needs. Unfortunately, the success of efforts to recruit prospective Latino teachers into schools of teacher education has been minimal. Currently, fewer than 2 percent of the students in teacher preparation programs are Latino.

LATINO TEACHERS IN TOMORROW'S CLASSROOMS

Teacher education programs have failed to meet two crucial challenges: the need to produce more Latino teachers and the need to improve the way they prepare all teachers to work with Latino students. The problem is clear: the culture, language, race, and social status of the student population has changed radically over the past twenty years, while those of the teaching force have not. Meanwhile, a whole generation of Latino students have passed through public schooling without being well educated. Teacher education programs must recognize the urgency of this situation and adopt the changes necessary to create a corps of teachers better prepared to work with Latino students.

As part of its continuing efforts to improve the educational status and well-being of Latinos, TRC scholars have examined factors that affect the recruitment, preparation, and performance of Latino teachers. Among the issues examined by the TRC Teacher Education Initiative were access of Latinos to the teaching profession; types and effectiveness of current recruitment and retention efforts; Latino teacher supply and demand; and Latino representation in the teaching force as compared to student enrollments.

Much of this work was translated into practice through a TRC demonstration research project supported by the Exxon Educational Foundation. Implemented in four Southwest teacher education programs, this project tested recruitment strategies and teacher education approaches intended to increase the supply and improve the preparedness of future Latino teachers.

The findings of the TRC Teacher Education Initiative research and demonstration projects are summarized below. Further information is available from The Tomás Rivera Center.

Missing Teachers

An analysis of data on Latino students and teachers

As of 1991 approximately 5 million Latino students were enrolled in U.S. public schools. This represents 11.8 percent of all students enrolled. This enrollment will grow by another 2.4 million by 1997.

Latino teachers, on the other hand, represented only 3.7 percent of the teaching force. In California, for example, Latino students comprised 33 percent of all students. Latino teachers represented 7 percent of the state's teachers.

Based on the enrollment figures of 11.8 percent for Latino students, there exists a need for at least 272,565 Latino teachers to reflect the student population. Based on the more conservative national average for student/teacher ratios (25:1) there is still need for close to 200,000 new Latino teachers.

Latino Teachers: Well Educated but Unprepared

Responses from almost 500 practicing Latino teachers

The majority (59 percent) felt they had not been well prepared to work with Latino students.

Most (58 percent) of the teachers identified their teacher preparation experience as the major factor for their frustration in working with Latino students.

The great majority of teachers surveyed indicated strongly the need for more institutional support and teacher preparation that focused on Latino students.

Business as Usual in Teacher Education Programs

A review of 46 teacher education programs in the Southwest

Recruitment practices intended to increase Latino student interest in the teaching profession are sporadic at best.

Academic support, program counselling, financial, and orientation programs in teacher education programs seldom target Latino students.

Schools of education in general do not provide comprehensive teacher education programs to prepare future teachers to work with Latino students.

With the exception of bilingual education, "business as usual" attitudes and curriculum prevail in programs preparing teachers to work with Latino students.

Schools of education that have developed special programs to address the recruitment and successful participation of Latinos as future teachers have failed to document their successes or disseminate information about their practices.

Needs of Latino Teacher Candidates

Survey of the Southwest Teacher Development Network, a TRC network of nine major schools of education preparing Latino and other teachers to teach Latino children

Many Latino students come from families and communities with limited experience with institutions of higher education. To increase the depth of their participation and their consequent success, these students need institutions to create learning environments that provide a basic sense of community.

Inexperienced students often become discouraged by their inability to obtain needed academic, social, and financial support. Latino students need advice and support in negotiating institutional requirements and expectations.

Many Latino students require academic assistance in order to overcome disadvantages created by inadequate pre-collegiate schooling. Because

inexperienced students often do not know when they need help, or are hesitant to ask for it, institutions need to deliver academic support in aggressive ways.

Latino students are often unaware of the benefits of establishing meaningful relationships with faculty and peer mentors. Colleges and universities must create ways to help new students initiate those relationships.

Reshaping Teacher Education for Latino Students

TRC national conference of Latino educators

Direct, deliberate assessment of Latino student needs is needed in order to plan and provide support services for them.

Outstanding, dedicated teacher educators must play leadership roles in creating a sense of community for Latino teacher candidates.

Faculty and peer mentoring, though difficult to establish, is critical to the success of Latino teacher candidates. Faculty mentoring, in particular, enhances program responsiveness to student needs.

A Learning Community Model for Teacher Education three-year demonstration research project was implemented at four teacher preparation programs in the Southwest: California State University, San Bernardino; San Diego State University; University of Texas at El Paso; and Southwest Texas State University. Comprehensive programs that incorporate high school recruitment, test preparation, college regulations and procedure orientations, academic mentoring, study groups, field experience, and other discrete aspects of the Learning Community Model improve the performance of Latino teacher education students.

Because the need to overcome problems of limited financial resources and facilities, and complex student and faculty schedules are basic to successful implementation of learning community models, administrative support is essential.

Most teacher education faculty lack information and understanding regarding the academic needs of non-traditional students.

Practical experiences in K-12 classrooms provide the situational learning most valued by participating teacher education students.

RECOMMENDATIONS

The foundation of the nation's long term well-being is its educational system. Unless our schools function well, we will enjoy neither economic prosperity nor social tranquility. And our schools will not meet the standards we have set for them unless we have well trained, dedicated teachers.

We expect a great deal of our teachers: they must help our children develop skills, and they must assist us in instilling in our children the commitment to use those skills productively. This is difficult under the best of circumstances.

Working in schools in low-income neighborhoods with children whose linguistic and cultural backgrounds differ greatly from what curriculum planners originally envisioned makes being a teacher even more difficult. Yet it is in these settings that we teach more and more of our children. And it is here where the failures of our schools are most evident. It is here, too, where we have seen compelling evidence that the presence of Latino teachers has significant benefits for Latino children: the provision of role models, of intimate understandings of and regard for children's culture, language, and community, of recognition and use of children's ways of perceiving their world, organizing information, being motivated, and relating to others all contribute to greater learning success.

Our work, therefore, begins here. Our first goal is to increase greatly the supply of Latino teachers so that their representation in the profession may approximate parity with that of Latinos in public school enrollments. Toward that end, we focus on the preparation, recruitment, and retention of Latino teachers. We do this because they are so greatly underrepresented in the profession and because their presence in the classroom is proof to students of the value of education.

Our ultimate goal is to improve the preparation of all teachers, especially those who work with poor, culturally diverse students. To reverse the lagging academic performance of many Latino children, teachers of all ethnic, cultural, and linguistic backgrounds must be better prepared.

BREAKING THE CYCLE OF EDUCATIONAL FAILURE FOR LATINOS

The tragic lack of achievement and attainment by Latinos in education is unnecessary. More and better prepared Latino teachers are essential to breaking this pattern. To increase the number of Latino teachers, we need to begin recruiting students to the teaching profession early in their educational career. The U.S. Department of Education should invest in future teacher efforts at the middle school level, rather than waiting for high school.

2 Little effort is invested in tracking the enrollment, achievement and attainment patterns of Latino students throughout the country. The shortage of Latino teachers cannot be addressed without careful documentation of student (i.e., future teacher) enrollment and progress nationwide.

The Congressional Hispanic Caucus should urge the appropriate research units of U.S. government agencies (e.g., NCES and OERI) to track Latino student enrollment and progress in states with large Latino populations throughout the country.

3 Public schools do not provide a strong support system to help Latino students succeed. Targeted school-level efforts can help address this problem.

The Department of Education should dedicate funding from ESEA Title III (Institutional Development) or the Secretary's discretionary account to support the creation of learning communities as developed in the work of The Tomás Rivera Center. These programs should be emphasized in targeted Latino-dominant school districts beginning as early as the middle school level.

INVESTING IN LATINO TEACHER CANDIDATES AND THEIR SUCCESS IN INSTITUTIONS OF HIGHER EDUCATION

4 Institutions of Higher Education with significant concentrations of Latino students have not developed support systems that meet the needs of Latino teacher candidates.

The Assistant Secretary for Postsecondary Education should target resources to community and four-year colleges serving Latino students to create learning communities, such as those developed by TRC, that identify and support Latino teacher candidates.

5 National associations concerned with teacher education have not given sufficient attention to issues and institutions that can help produce more Latino teachers.

The national associations of teacher education should create special task forces to work with the Hispanic Association of Colleges and Universities (HACU) in support of institutions that emphasize teacher education and have substantial numbers of Latino students.

6 *A significant proportion of Latino students come from low-income families. The financial assistance and other support services needed by Latino teacher candidates to succeed in college are seldom available.*

The Department of Education should utilize the appropriate section of ESEA Title III to provide financial support to Latino teacher candidates following but not limited to the successful Title VII model.

7 *Effective teacher preparation models are needed. The one model that has generated consistent but insufficient numbers of well prepared teachers is the Migrant Mini-Corps approach.*

The Department of Education should assess the transferability of the now-proven Migrant Mini-Corps program to other teacher preparation programs.

8 *Progress made in the preparation and development of more Latino teachers is not being monitored. Many Latino teacher candidates or potential candidates are lost in the maze of institutional barriers and neglect.*

State teacher certification agencies should gather appropriate data from teacher education institutions in order to determine the ratio of Latino teacher candidates to those recommended for certification.

POLICY BARRIERS TO PRODUCING LATINO TEACHERS

9 *One major barrier to producing more Latino teachers is the requirement to demonstrate proficiency in basic skills by passing a standardized test. Organizations such as Fair Test, Inc. in Massachusetts have confirmed our findings. These tests carry racial and ethnic group biases and there is no correlation between passing the standardized test and success in classroom teaching.*

The Department of Education should provide incentives to state teacher certification agencies that lead to the exploration and adoption of new assessment procedures in both basic skills and subject matter areas.

Latino teachers like all teachers need to demonstrate proficiency in basic skills and subject matter areas, as well as classroom teaching.

Determination of proficiency needs should be based on authentic measure that are demonstrated in classroom settings and should be used to develop skills, not to screen out teacher candidates prematurely.

10 *State teacher certification agencies do not adequately monitor the impact of teachers' preparation on their students. Furthermore, teacher education programs do not accept responsibility for the progress of the teachers they educate, but rely on the assessments of regional accrediting bodies.*

State teacher certification agencies should develop mechanisms to monitor the relationship of teacher education programs on the demonstrated ability of teachers to meet the needs of Latinos in public schools.

Because the majority come from low-income households, most Latino students require substantial and predictable financial aid. This is especially true for Latino teacher candidates because completing a teacher education program requires more than the four years conventionally required for undergraduate education.

The Congressional Hispanic Caucus should monitor current efforts to revive the student loan program administered by the federal government. We need a policy providing student loan forgiveness for teachers prepared and committed to work in low-income urban and rural Latino communities. Programs such as President Clinton's Direct Lending Plan (part of the National Service Proposal) which provides education awards to students who perform community service before, during, or after completion of their education, should be tailored for students in teacher education.

Teacher education programs are not preparing teachers to work with Latino students. Latino student needs include, but are not limited to, bilingual education. All too often, however, the only Latino student issue that teacher education programs address is bilingual education.

Teacher education programs should recognize the varied needs of Latino K-12 students by reevaluating the core curriculum so that Latino teacher candidates are prepared to work with Latino students from a wide variety of backgrounds, e.g., immigrants and native born, monolingual English speakers, bilinguals, and monolingual Spanish speakers.

The clinical experience or practicum emphasizes working with distinguished professional development schools rather than with classrooms and teachers that have demonstrated success with Latino students.

Teacher education programs and school districts need to collaborate to identify teachers who are successfully working with Latino students. These teachers and their classrooms need to be involved in the clinical experiences for Latino teacher candidates.

Latino teachers and teachers who work in high concentration Latino schools work with students and parents with a wide range of needs related to low-income status and, for immigrant families, a lack of familiarity in dealing with American public institutions.

State teacher certification agencies should require teacher education curricula to include courses that prepare teachers to advise students and parents of the services available to them from private and public community agencies.

CAREER DEVELOPMENT FOR LATINO PARAPROFESSIONALS, TEACHERS, AND TEACHER EDUCATORS

15 *School districts do not invest in the preparation of teachers who can meet the needs of Latino students. Districts tend to wait for qualified teachers rather than helping to develop them.*

School districts should work with teacher education programs to hire Latino teacher candidates as part-time instructional assistants. This strategy will provide candidates with much needed clinical experience in target classrooms and create working relationships between Latino teacher candidates and school districts.

16 *Although Latino instructional assistants represent a rich source of potential teachers, school districts are doing little to encourage them to pursue degrees and to train them for teaching credential qualification.*

School districts should encourage instructional assistants to consider becoming credentialed teachers. Such encouragement would include arrangements with colleges and universities to permit instructional assistants to attend classes. Teacher education programs should develop procedures that would have candidates substitute for instructional assistants so that candidates may gain classroom experience while instructional assistants attend college classes.

17 *School districts do not use successful teachers of Latino students to help improve the effectiveness of other practicing teachers.*

School districts should develop new career opportunities that allow effective teachers to work in teacher educator roles—collaborating with university faculty, without the burden of administrative work. School districts should create options that promote effective teachers while retaining them in instructional roles.

18 *Teacher educators are not representative of the students they attempt to serve. Latinos are severely underrepresented on the faculties of teacher education programs. The pool of Latino faculty interested in and prepared for teacher education is extremely limited.*

The Department of Education should create a fellowship program designed to provide incentives to institutions and individuals dedicated to teacher education. The ESEA Title VII fellowship is a useful model for this effort. The aim is to give support to Latino graduate students (and their institutions) who are specifically committed to teacher education.

RELATED TRC PUBLICATIONS

Learning Communities in Teacher Education Programs: Four Success Stories. 1993.

The Public Schooling of Latino Children: The Policies and the Promise, by Antonia Darder, Yolanda Rodríguez Ingle, and Barbara Cox. 1993.

Buscando America: The Contribution of Critical Latino Educators to the Academic Development and Empowerment of Latino Students in the U.S., by Antonia Darder. 1993.

Missing Teachers in the Southwest: The Supply and Need for Latino Teachers, by Raymond E. Castro and Yolanda R. Ingle. 1993.

The Education of Teachers: A Bibliography, by Yolanda R. Ingle, Lisa Magaña, and Reynaldo Macías. 1992.

Glimpses of Innovation: Efforts to Increase Chicano/Latino Teachers in the Southwest, by Raymond E. Castro and Yolanda Rodríguez Ingle. 1991.

They Come to Learn: Hispanic Immigrant Students in Texas, by Julio Noboa-Polanco. 1991.

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The Tomás Rivera Center (TRC) is a national institute for policy studies dedicated to promoting the well-being of the nation's Latino population through the improvement of policies and programs. The TRC addresses policies and programs to improve the quality of education, employment, and human services available to Latinos, to create better economic opportunities for the Latino community, and to increase Latino participation in the governance of American institutions. Toward this end, the Center addresses national issues affecting Latinos and gives national voice to their concerns.

The TRC began operating in 1985 as an affiliate of The Claremont Graduate School, Claremont, California, with the support of the Carnegie Corporation of New York, The William and Flora Hewlett Foundation, The James Irvine Foundation, and The Times Mirror Foundation. In 1988, an office was established at Trinity University, San Antonio, Texas, with the assistance of The Rockefeller Foundation and the United Services Automobile Association (USAA).



The Tomás Rivera Center is dedicated to the memory of one of its founders, the late Tomás Rivera (1935-1984), distinguished educator, prize-winning writer, and at the time of his death, chancellor of the University of California, Riverside.

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